**Unit Title:** Hard Love by Ellen Wittlinger

**Day Title:** Introducing the text

**Lesson Outcome:**

Students will be able to:

* Hypothesize what the book is about
* Make inferences about the text
* Use reading strategies for better comprehension of the text
* Complete a double entry reading log

**Standards:**

CE 2.1.1 - Use a variety of pre-reading and previewing strategies to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.

CE 2.1.3 - Determine the meaning of unfamiliar words, specialized vocabulary figurative language, idiomatic expressions and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.

CE 2.1.7 - Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.

CE 2.2.1 - Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning.

CE 2.3.5 - Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulty when constructing and conveying meaning.

CE 3.1.1 - Interpret literary language while reading literary and expository works.

CE 3.1.3 - Recognize a variety of plot structures and elements and describe their impact on the reader in specific literary works

CE 3.1.9 - Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.

CE 4.1.2 - Use resources to determine word meanings, pronunciations, and word etymologies.

**Materials Needed:** CATAPULT into Literature Practice sheets, enough copies of Hard Love for the teacher and the students, double entry reading log sheets

**Launch:** CATAPULT into Literature Practice[[1]](#footnote-1)

1. Pass out the CATAPULT sheets
2. Pass out Hard Love by Ellen Wittlinger
3. Read letter C
4. Give the students a few minutes to look at the book and form an answer
5. Call on students with raised hands (or use the sticks)
6. Follow this process until the students have discussed all the letters

**Learning Activity:** Teacher Model of Double Entry Reading Log

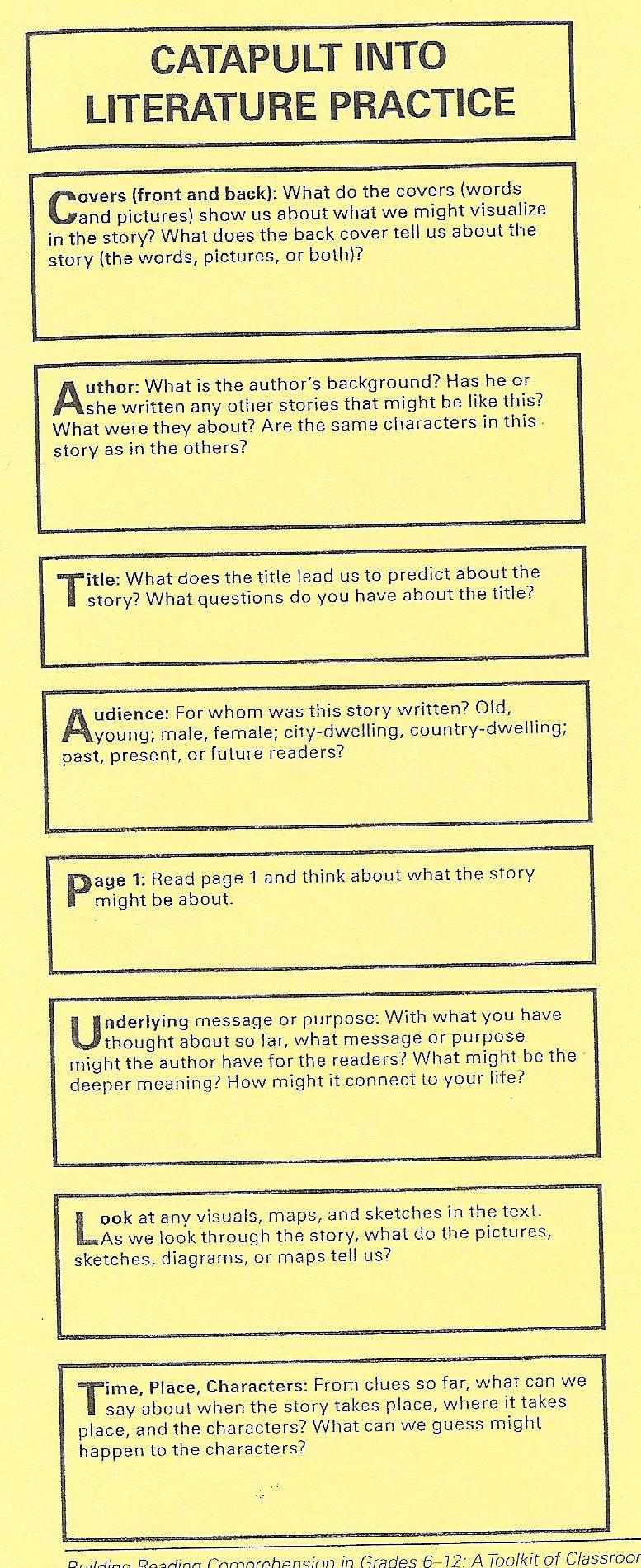
1. Pass out double entry reading log sheets
2. Read the first page,
3. Continue on to the next page, again noting any passages that spark your interest, words you don't know, or questions you have.
4. Follow this process until you get to the end of the chapter
5. At the end of the chapter, take a moment to make connections and predictions

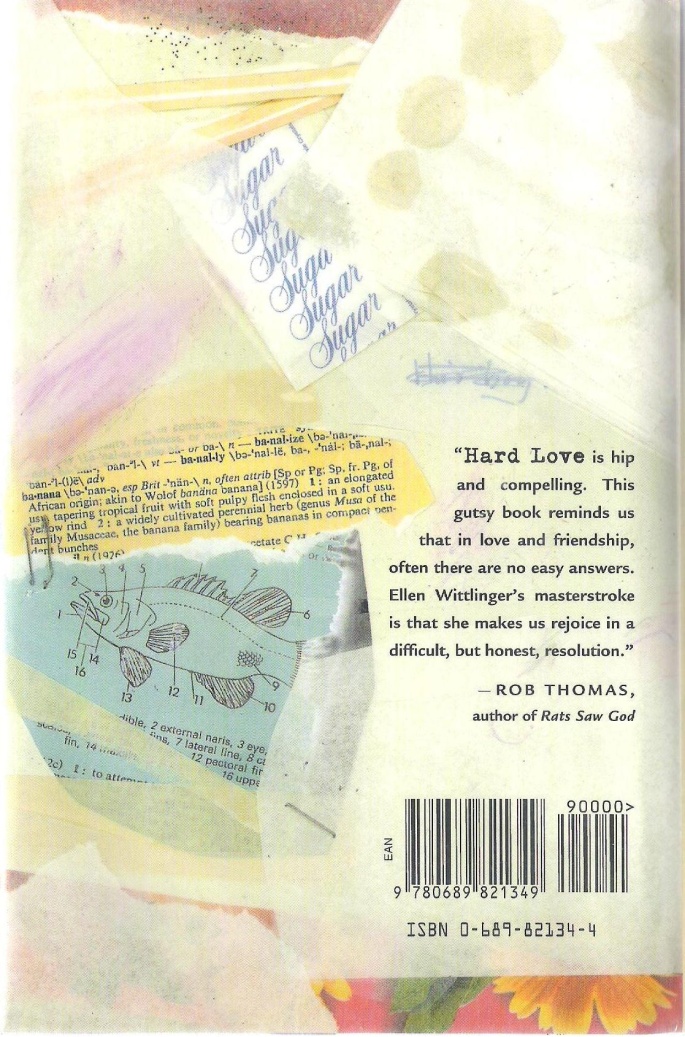
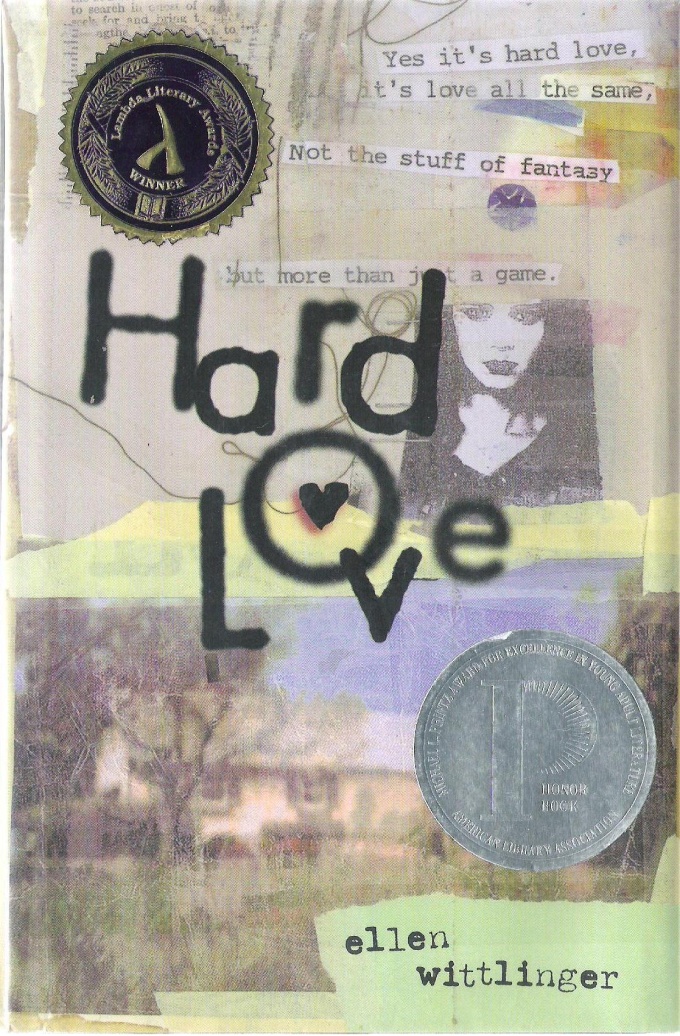
**Assessment:**

Have students work in partners. They can take turns reading out loud. Like in the teacher's modeling, students should discuss passages they found interesting, words they are unfamiliar with, and questions they have. They can have one person write down the answers or they can take turns. Walk around the room to keep students on task, help with more modeling, and check for student understanding.

**Home Work:**

Students will read chapters three and four using their double entry logs





1. Zwiers, J. (2010). *Building reading comprehension in grades 6-12: A toolkit of classroom activities*. Newark, DE: International Reading Association. [↑](#footnote-ref-1)